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ABSTRACT

This curriculum study focuses on the subject areas of English, mathematics, accounting, shorthand, and typewriting at Kapiolani Community College, Oahu, Hawaii. The author traces the inclusion of these areas in the business education program, as the college evolved from a technical school to a comprehensive junior college. One notable aspect of the program is the use of remedial courses for lower ability disadvantaged students in English and mathematics. A more recent development is the granting of credit toward unit requirements to non-transfer students for these remedial courses. In addition, subject matter taught in these courses has tended to emphasize the more practical needs of the non-transfer business student. In addition, some basic English and mathematics courses are now offered by the Business Department. The accounting area--while expanding to provide increased offerings for the transfer student--currently lacks a semester course for those business students who might be interested in a basic accounting course for personal use or a better concept of office work flow. The most noticeable changes in the shorthand and typing curricula include; (1) less emphasis on skill building and speed; (2) more concern with individual development within the total organizational framework; (3) a trend toward thematic rather than single subject matter orientation; (4) increased independent study opportunities; and (5) greater emphasis on involving student s in the teaching-learning process. (JO)

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A STUDY OF CURRICULUM DEVELOPMENT AND TRENDS IN THE BUSINESS EDUCATION DEPARTMENT AT KAPIOLANI COMMUNITY COLLEGE FOR THE PERIOD 1964-1970

By

Bessie Taniguchi
1970

The community junior college is an indigenous American educational institution developed to perform needed functions, some of which are shared by the high schools or by the colleges, and some of which are its own unshared responsibilities. Although the idea of community junior college education for occupational life has not yet achieved full acceptance in American educational or social thought, college administrators and theorists are in substantial agreement that occupational education is one of the functions of the community junior colleges. All of them tend to accept also the principle that each community junior college should offer courses which are appropriate to its own constituency and its own community. A majority of administrators, especially in public colleges, agree further that business education is a fully acceptable kind of junior college occupational education. (1:187)

American Junior Colleges (Sixth Edition) presents information on the curriculum of each of 655 accredited public and private junior colleges. It is apparent that secretarial and clerical courses, with 297 opportunities, are the most frequent occupational offerings in junior colleges. The total business field, with an additional 431 curriculums compares with a similar tally of 595 four years earlier. Since the general category of "business" accounts for more than one-fourth of all employment in the United States, even smaller junior colleges can enroll enough students to justify the

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offering of business training and find suitable employemnt for them when they complete the course. (2) It is not uncommon, therefore, that business courses are the usual first occupational offering of community junior colleges.

Recent statistics from a report entitled "Outline of Vocational Education in Hawaii" by the State Advisory Council on Vocational and Technical Education reveals that Hawaii's community college system, too, serves the greatest number of students in the Business Education Program. Of the 64 per cent of students who were interested in pursuing one- or two-year occupational curricula, 22 per cent were in Business Education, with 17 per cent in Technology, and 15 per cent Unclassified. (3)

Training in Business Education is offered at Hawaii Community College (on the island of Hawaii), Kapiolani and Leeward Community Colleges (on Oahu), Kauai Community College and Maui Community College. The offerings at all of the colleges with the exception of Kapiolani are meager and skeletal, consisting of the basic courses in accounting and general clerical curricula. (4) Kapiolani Community College, because of its unique history, has been the campus where changes in curriculum development in business education have been most noticeable.

Curriculum development on any level, to say the least, is a difficult and challenging task. What one sees as a final result in course listings in a catalog in no way reflects the amount of work and effort that normally goes into planning and determining curriculum offerings and patterns. However, a comparative study of a college's catalogs over a period of years is instructive in determining curriculum trends.

One of the most important criteria in the selection of a school or college is the curriculum offered the student. Changes in course offerings

are often indicative of the kind of students the institution serves as well as the kind of leadership exhibited by the personnel responsible for curriculum design. Counselors, teachers, or any other persons who advise others in their educational plans should be aware of curriculum trends to enable students as well as adults to profit most from any educational investment.

Background of the School

Any conclusions that one makes about a college should take into account events in the history of the institution which affect development of the curriculum.

The Business Education Department of Kapiolani Community College was initiated in September, 1956 as a part of a technical school established in cooperation with and under the supervision of the Division of Vocational, Post High School, and Adult Education, Department of Education, in compliance with Federal laws for aiding the teaching of Vocational Education. Instruction the first year was designed to train stenographers, and the students were graduated after one year of instruction. In September, 1957, a 2-year program of studies was offered in accounting and the secretarial science fields as well as a 1-year course for clerk-typists. The main objective of the Business Education Department of Kapiolani Technical School was to prepare qualified high school graduates for positions in the accounting, secretarial, and clerical fields in Hawaii.

With limited facilities, admission was based on 1) aptitude testing conducted by the State Employemnt Service to predict the applicants' chances for success in office occupations, and to help determine ability to profit from the instruction offered, 2) interest, and 3) interview. The academic

year was divided into quarters. There was no mention of advanced placement, credit by examination, or any other forms of flexibility in determining student needs. Minimum aggregate credit hours and proficiency requirements were rigidly enforced for certification. In the 1964-65 school year, curriculums were offered in five programs: accounting, account clerk, clerk-steno, clerk-typist, and secretarial science.

The Technical School was renamed Kapiolani Community College in 1965 under Act 39 (the Hawaii Community College Act) passed by the 1964 Legislature. It became a state community college under the administration of the Board of Regents of the University of Hawaii. On July 1, 1965, four of five technical schools under the Department of Education were transferred to the jurisdiction of the University of Hawaii Community College system but each school continued its present programs of occupational education. On Oahu, Kapiolani specialized in business education, health services, and hotel and restaurant food preparation and services while Honolulu specialized in the trade-technical curricula. Leeward, because of its location being accessible to students living some distance from the main UH campus, emphasized liberal arts transfer program.

In 1966-67, concomitant with the philosophy of all the community colleges, an open-door policy prevailed at Kapiolani, allowing a great influx of students with wide ranges of abilities. An awareness of the number of students who were unable to meet satisfactorily the rigid course requirements led to a re-evaluation of the curriculum. Students whose high school grades were low and who scored low on the placement, as opposed to entrance, tests were required to follow a program advised by the counselors and faculty. All courses were to be taken for credit; students were not permitted to audit

courses. However, credit by examination was initiated. The school year changed to the semester system with a total of 64 credits including the completion of a major leading to an A.A. degree while 32 credits were required for a certificate given for 1-year programs. As determined by the University, courses numbered lower than 10 indicated remedial courses, occupational-technical courses intended for certificate or A.A. programs were numbered 10-99 and lower division college or university parallel courses which also satisfy requirements for the A.A. program were numbered 100 and above. Business Data Processing was introduced for the first time with a 2-year Programmer/Systems Analyst Training Program and 1-year certificate programs in Computer Operator Training and IBM Key Punch-Clerk Typist.

The Business Education program was expanded in 1967-68 to include a sales and mid-management curricula. The transfer program as such was still not initiated; however, the degree awarded to occupational-technical curricula was changed to Associate in Science, probably in anticipation of the liberal arts program developed subsequently. Foreign students were admitted according to regulations as outlined under a Foreign Student Admission Policy. Auditing classes was permitted upon securing approval of the instructor concerned.

By 1968-69 the pass-fail option was given to students. Also, completion of basic requirement courses in English, Mathematics, Speech, and History and area requirements in Humanities and Social and Natural Sciences in addition to special requirements and electives enabled a student to accumulate a total of 60 transfer credits and an Associate in Art degree.

The remedial program as listed in the college's objectives was changed in 1969-70 to developmental education--basic courses for the student

with deficiencies in academic or technical areas to give him an opportunity to pursue one of the regular programs of instruction, or to study for further self-improvement. The requirements for the degree of A.S. were lowered from 64 to 60 credits to equal the A.A. degree. Similarly, the certificate program requirements were reduced from 32 to 30 units.

Methods or Procedures of Study

The conclusions and recommendations in this paper have been based mostly on information obtained from the catalogs for the years 1964-65 through 1970-71. An interview with the Business Education Division Chairman was the source of a more detailed insight into future plans. The first two catalogs (1964-65 and 1965-66) were entirely devoted to the Business Education Department; therefore, a listing was made of all the course offerings in numerical order as found in the catalog. An arbitrary determination was made in segregating the various courses into subject areas.

From 1966-67, when the technical school became a part of the community college system, the listings of course offerings were explicitly stated by subject areas and the catalog covered the entire college's offerings. Starting with the subjects offered as a technical school, an attempt was made to note the additions, deletions, and changes that have taken place within the past six years. See Charts A to G. [Charts omitted]

Findings

The Business Education curriculum consisted basically of courses in English and Mathematics in addition to the traditional courses in accounting, shorthand, typewriting, office procedures, and general business. General business as a "catch-all" later developed into other areas of Humanities, Social Sciences, and Merchandising.

English: The course offerings in English stressed the secretarial aspects of English knowledge application during the 1964-65 and 1965-66 school years. Although the courses were taught by English teachers, the training of secretaries was the foremost concern of the courses. Stress was placed on practical work in grammar, capitalization, syllabication, and vocabulary. Even the course entitled "Literature" had as its description, "the development of speed and the power of comprehension in silent reading" and was not literature where significant works of writers of certain periods were studied. Each course had as a prerequisite, the successful completion of the previous course. The special course specifically career oriented was business correspondence.

In 1966-67 as a community college, English became a "pure" subject applicable to all occupational areas. With an influx of students of varying abilities, a remedial type course was immediately offered. Also, two different levels of progression were made available to students--11, 12, 15 generally designed for students pursuing the certificate program and 21, 22 and 25 for those pursuing the A.S. degree. The specialized course in business communications was required of all secretarial students. Speech as a subject became a separate group of course offerings indicating a specialization in that area.

The offering of Developmental Reading in 1967-68 revealed a major deficiency among the students matriculating at the college. The emphasis on the basics of English precluded the writing aspect stressed in Practical Communication. Speech added an interesting course in English Dialect Usage in Hawaii. The courses on the non-transferable level had strong emphasis on basic writing skill with only one course in literature.

The most significant change in 1968-69 was the elevation of the remedial course previously numbered below 10. The Basic English Skills course also became the only course requirement in the certificate program, thus lessening the obstacle of English deficiency for students of lower ability who did not require a high level of skill in writing. The transfer equivalent of the UH freshman English course was initiated. Speech again reflected an interesting change with Oral English for Foreign Students on one hand, and the transfer course, Sp 145, for the more able student on the other.

In 1969-70, Critical Thinking as a separate course was discontinued; otherwise offerings remained the same in the non-transfer courses. Critical Thinking was a course emphasizing clarity and precision in thinking and writing. Practice in differentiating statements of fact, inference, and judgment, in analyzing propaganda and fallacies, in reasoning through the use of deduction and induction were stressed. It was required of students who were accepted in the Associate in Art degree program but who failed to meet the requirements of English 101. The significant development was along the line of the introduction of the literature courses on the transfer level.

The inclusion of Basic English Review and Basic Writing Review in 1970-71 reflects an interesting combination of two areas in English where students need further reinforcement. Both Eng 25 and 26 are 2-credit courses, 3 hours per week for 1/2 semester each; they are also sequential. Both courses were designed to help students correct major literary errors in grammar, spelling, and punctuation, and to apply principles of grammar to writing in a shorter period of time. Another noteworthy change is the

elimination of Business Communications from the offerings listed under the English Department. The course, however, was not dropped but will now be offered as a specialized course under the Business Education's "catch-all" subject area, General Business. This change could reflect either an effort on the part of the English Department to refrain from teaching English for a specific or specialized career area or the fact that the Business Department feels that the course could be taught better by an instructor who is stronger business oriented.

Mathematics: Mathematics as an essential core in a business curriculum also reflects an interesting progression. In 1964-65 and 1965-66, as a technical school with specific aim to train stenos and accountants, the only courses in math were the two quarters of Business Math. Remedial Math with no credit was offered in 1965-66 to enable students who were below the minimum standard to qualify for the successful completion of the requirements.

As a community college in 1966-67, the areas of pure as opposed to applied math were immediately stressed. The less obvious term Basic Math was substituted for Remedial Math and Elementary Algebra and a specialized course in Data Processing Mathematics were added. The offerings, however, were still technical oriented with no college transfer equivalent.

In 1967-68 Data Processing Math as a specialized course for the Business Data Processing Curriculum was dropped, and a math course covering very similar areas and with the same prerequisite was designed. Called Principles of Business Statistics, it became a more pure math course which embodied many of the principles one should understand and comprehend in order to do tasks, one of which could be programming. An expansion in

the area of higher math such as Intermediate Algebra and Geometry on the non-transfer level was very evident. In Math as in English, the downgrading connotation of a remedial course was eliminated with the elevation of Basic Math to the 10 level. The first college-transfer course, Survey of Mathematics, was also introduced, thus exposing students to the concept area of math.

The most noteworthy change in 1969-70 was the elimination of Business Mathematics from the offerings under the Math Department. Interestingly, it took the same path as Business Communications to became a course offered under General Business. All other non-transfer courses seemed to have stabilized; transfer courses tended to include more courses in mathematical theory or logic. With the offering of College Algebra and Analytical Geometry and Trigonometry, the Department offered students a three-track system to fit the needs of students. The noticeable increase in college transfer courses in 1969-70 has made the emphasis of the department about equal in terms of non-transfer and transfer course offerings.

Accounting: The offerings in accounting numbered 13 courses in 1964-65 to adequately train students majoring in accounting. Theory and principles were divided into small units as individual courses with the school operating on a quarter system. In 1965-66, offerings dropped to nine courses. An interesting omission was Secretarial Accounting, which was a specialized course with the description "fundamental principles of accounting for the secretarial student with emphasis on fundamental bookkeeping equations, handling cash and bank accounts, payroll taxes, basic payroll records." Additional emphasis was given to keeping records for retail stores and other businesses. Also dropped were Acc 206 (analyzing statements from

the standpoint of management, investor, and creditor), Acc 207 (an analytical review of ordering principles as applied to major balance sheet accounts) and Acc 208 (practical auditing problems, auditing procedure, tax problems, report writing, and analysis of findings.) All of these courses seemed to be more analytical and an application rather than principles.

The numbering system changed in 1966-67 according to the sequence determined by the University. The changeover to the semester system necessitated a consolidation of courses to cover a longer period of time. There appeared to be no changes in the general content of any of the courses. A comparison with course descriptions of the previous year revealed that Acc 11 Elem Acc was equivalent to Acc 101 and 102, Acc 12 Elem Acc to 103, Acc 13 Interm Acc to 201, Acc 14 Interm Acc to 202 and 203, Acc 21 Payroll to 204, Acc 22 Income Tax to 204, and Acc 30 Cost Acc to 205. The shift in the relative importance of payroll and income tax accounting can be readily seen in their unusual dominance of time allotment.

In 1967-68 as the makeup of the student body became more diverse with the open-door policy, two different levels of beginning accounting were offered to give a background to non-majors and majors according to their needs. Intermediate Accounting was condensed to a one-semester course. No changes were evident in 1968-69 reflecting a stabilizing of the curriculum. The non-transferable offerings in 1969-70 and 1970-71 remained the same. The only change was the addition of the college parallel course Acc 201 and 202 to accommodate the third level of student ability.

Shorthand: Shorthand is the subject most synonymous with secretarial and business education. It is skill as far as taking down the words is concerned, but the actual production of a letter involves much more. In

1964-65 the course offerings reflected the general goal and philosophy of the technical school when skill building was stressed. The main emphasis in each of the seven courses offered was the ability to take shorthand at greater speeds. The quarter system courses were set up with speeds beginning at 60 and progressing to 160. The other half of the process in the production of the finished product involves the process of transcription. The drill nature of the courses was again evident in the offering of transcription courses which required transcription ability at graded rates.

In 1965-66 the skill or process of transcription was incorporated with the process of "taking down the words." With the realization that few employers actually dictated at rates higher than 120, the course offerings were reorganized to emphasize skill building up to 120 words a minute; then the emphasis was changed to stressing the transcription process in Office Dictation I and II with an element of realism in dictation--away from the counted and religiously dictated materials. No rate requirement was specified; the objective was the exposure of the student to diversified and complex material designed to broaden the vocabularly base and the ability to produce letters of varying lengths, articles, material containing legal and medical terminology and business reports and conferences. Expert Shorthand remained for those whose desire and aptitude qualified them to develop further their shorthand skill.

Under the broad subject area listed as Secretarial Science, together with Typewriting and Office Procedures, the offerings in Shorthand in 1966-67 were lessened and course objectives in dictation integrated with the skill building element of the courses. Above 80 wpm there was no mention of a specific rate that students had to attain. The emphasis switched from

mere speed in taking dictation to intensive review of word-building principles and dictation of technical material. Medical and legal terminology became a specialized course with the stress on reports, forms, and documents peculiar to the medical and legal professions. Expert Shorthand emphasized increased speed in taking dictation and the introduction of congressional record material and minutes of meetings and the study of high-speed shortcuts, but there was an obvious trend away from specifying a particular rate of skill. An addition that reflected a change in the composition of the students entering KCC was the inclusion of Shorthand 30, a refresher course at an accelerated pace for students who had previous training in shorthand but had difficulty continuing in Shthd 21.

With the exception of a rearrangement of Refresher Shorthand as a parallel of Beginning Shorthand, the offerings remained the same in 1967-68. The elevation of shorthand above 80 wpm to the higher level as denoted by 40, however, indicated a further belief that higher speeds were not necessarily required for many positions. The change from specific levels denoted in Shorthand I, II, III, etc. was reflected in 1968-69 through the use of the general terms intermediate and advanced shorthand, more an indication of the exposure a student had to shorthand rather than any specific skill accomplished. In fact, no rate was mentioned as course prerequisites.

In 1969-70 Kapiolani experiemnted with a new approach to learning shorthand. A structured program stressed the programmed approach with an emphasis on thinking through characters rather than drilling on words as introduced in vocabulary building. The characters written in shorthand from dictation were immediately transcribed, thus eliminating the

intermediary step of working with previously written plate material for both writing and transcription. Theory and review were taught together. There was a gradual change in course emphasis also. Shorthand 41, for example, reflected the integration of the total procedural concept. A study of legal and medical office procedures were incorporated along with appropriate vocabulary.

Beginning and review shorthand were again separated in 1969-70 to differentiate beginners taught under the new method from students who had some previous training using the usual method. The innovative change was a new concept, Word Processing, a course integrating shorthand skills with communication skills with emphasis on intelligent processing of words and solving a wide variety of problems to produce usable transcripts. The sequential courses stressed vocational application of shorthand through intensive dictation and transcription with emphasis on the integration of specific secretarial skills. Expert Shorthand was dropped because of lack of demand. Word Processing III allows for different levels of ability.

Typewriting: Typewriting under the quarter system was very skill oriented with specific graduated speed requirements for each course. There were even Drill sections at every level to enable students to bring their straight-copy typing skill up to a minimum standard. The tolerance was for ten minutes. Requirements for majors were rigidly stated for qualification for certification. With the same speed requirements, in 1965-66 a change was made to five-minute tests, and no credit was given for the drill course used to meet speed requirements.

In 1966-67 typewriting, after the initial skill mastery course, was changed to emphasize typewriting production. Other than a minimum speed

of 35 wpm for 5 minutes, no specific rates were mentioned for each course. The development of high-speed proficiency in typing office problems became the objective of the course. Typewriting Speed Building, however, was designed to develop speed and accuracy in timed writings to meet certificate or degree requirements. As in shorthand, beginning and refresher typewriting in 1967-68 were set up to accommodate the varied abilities of entering students. The courses were accordingly numbered to show respective levels of typewriting ability. In 1968-69 except for change in name, the course offerings remained the same.

The dual offerings for beginning typewriting were eliminated in 1969-70 due to the number of students who demonstrated proficiency through credit by examination. The single class utilized individual paced units to meet the needs of students for remedial or initial instruction.

The year 1970-71 will bring about the most unusual change in the offerings under Typewriting. A single course in Beginning Typewriting which also serves as a review course and a course in skill development with intensive drills in the development of speed and accuracy and production work in typing memorandums, business letters, envelopes, tabulations, and business forms are the only courses with skill-building emphasis. Office Procedures I has been reorganized to introduce transcribing and duplicating machines, use of electric typewriter and duplicating equipment in performing office work; filing and general office work and study and application of effective procedures for improving performance of office employees. Office Procedures II stresses further advanced levels of skills.

Conclusions and Recommendations

A cursory examination of even a few courses may lead to some generalizations and impressions about the Business Education curriculum. Trends, be they beneficial or possibly detrimental to effective curriculum development, should be recognized and analyzed.

English as a basic course in any major has tended to develop skills in grammar and writing without specialization in any occupational areas. There is cognizance by the English Department that students entering KCC have deficiencies which must be corrected to enable them to have minimum language facility in their occupations. Various attempts at changes in curriculum offerings have shown flexibility and concern for especially the lower aptitude students in certificate and associate degree programs. Consideration has been given for time and balance in satisfying the varying needs of students.

Thornton mentioned that interpretative courses, leading to an understanding of math as a symbolic system, of value to the student who will have little need to exercise advanced skill in mathematics, have been advocated for years and that not too many of the public community junior colleges have attempted to teach such courses. (5:227) KCC appears to have enough offerings in this area but as a non-requirement, few students especially in Business Education, may have the interest to pursue conceptual math. Math as a liberal arts subject seems to have a greater tendency than English to put more emphasis on the college transfer program, as the higher level offerings are increasing noticeably. If, however, this trend indicates a student population better trained in basic math and able to continue college transfer math, the students' needs will have been met.

Although accounting courses have stabilized considerably since 1967-68, will future changes reflect a greater encroachment and integration of data processing? Accounting as a subject area does not allow for students who would like possibly a one-semester course covering basic accounting for personal use or for a better concept of work flow in an office. Students in the certificate program would probably refrain from attempting to take accounting as presently offered.

Since the student for whom an experimental course is intended may well be penalized in his later study for having taken it, the community college faculty often finds it simpler to conform to traditional practices and abandon plans for meaningful experimentation in curriculum development. This is more prevalent in the transfer courses in general education. Since a majority of the students in occupational programs do not go on for a 4-year degree, instructors can be innovative.

Shorthand and typewriting have gone through a noticeable change in emphasis from skill building with specific speed requirements to an integrated approach, from a concern for pure mastery of skills to a concern for the development of the individual as a part of the total business organization. Plans are now being formulated for the thematic orgainzation of educational experience as opposed to the single subject matter orientation. The unifying force will be the real contemporary issues. Typewriting, shorthand, and business machines may well become the tools or the media of communication to set into action the desired operations. There is a movement toward the multi-curriculum and interdisciplinary approach which will bring about more relevancy. The integrated approach to be initiated will involve students working with other students in the teaching-learning process.

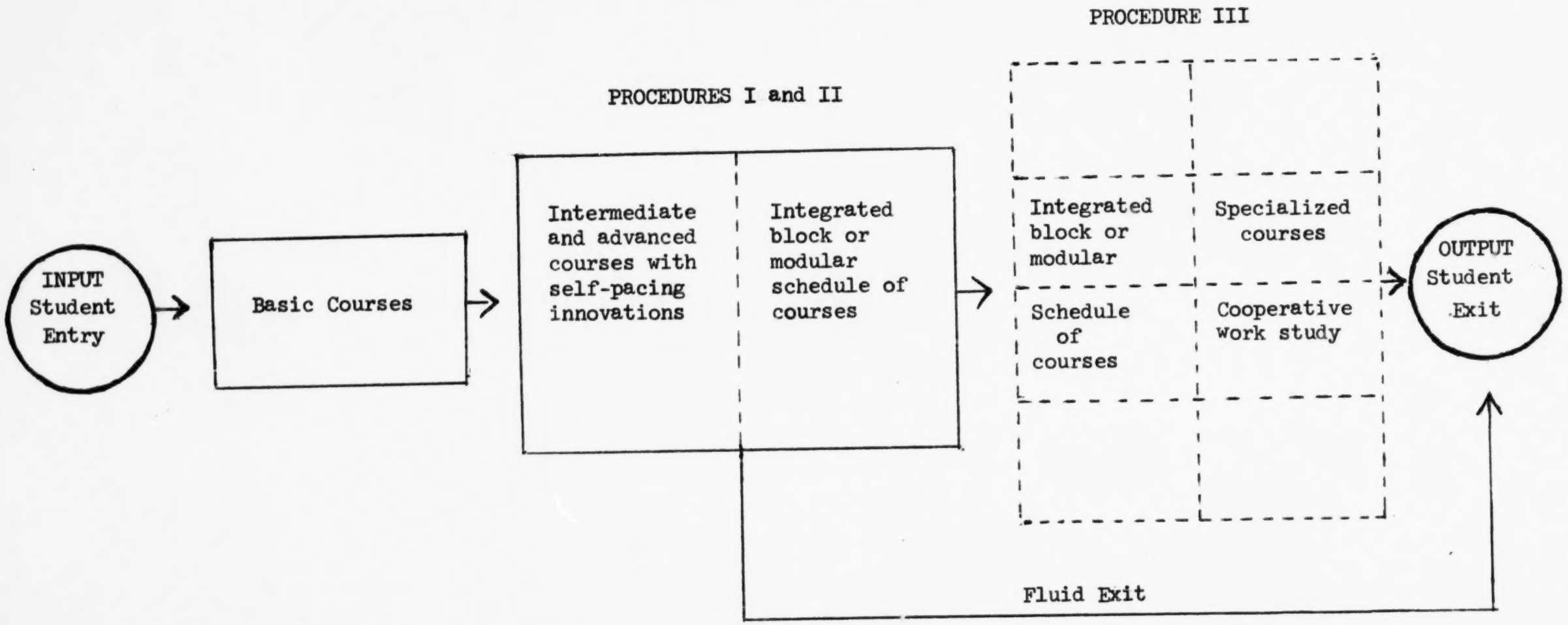
Independent study will become a large part of the instructional program. This will naturally lead to the development of a learning center with full utilization of para-professionals and professional instructors. The center will be equipped with audio-tutorial programmed instruction materials for students to use in various curriculums. There will be complete fusing of curricular and out-of-class activities, such as work-study programs. (See diagram.)

Career planning with fluid entry and exit is evident in the curriculum. The implementation of a learning center should bring closer the realization of individualized instruction. Students will be able to proceed at their own rate and may be given recognition up to a particular level of achievement where the student feels his mastery is satisfactory or meets the minimum requirements for employability. A need that arises is that of finding an effective means of making students aware of the changes in and the rationale for the curriculum.

A table (6:182) giving the number of accredited junior colleges offering named occupational courses of study in 1962-63 relates that a total of 728 colleges offer the following courses of study in business:

Secretarial and Clerical	297
General Business	106
Accounting	106
Administration and Management	86
Sales and Retailing	96
Data Processing	37

Judging from the foregoing statistics, the occupational curriculum offerings in Business Education at KCC are rather typical. The nine courses of study are:



Legend: A student in a basic typewriting or shorthand course may progress into Procedures I and II. Instruction covering filing and records management, duplicating machines, machine transcription and clerical office practice in a team teaching situation will be given. In this self-paced intermediate or advanced course, the student who wishes a shorter training period may complete this intermediary block and exit into the labor market. Should further progression be desired, the student may enroll in Office Procedures III which may integrate introduction to business with human relations, communication skills, data processing, business law, management and supervision. In addition the student may enroll in specialized courses in a field outside the inter-disciplinary procedure courses.

Accounting
Associate in Science Degree Program

Business Operations
Certificate of Achievement Program

Clerical (Bookkeeping Major)
Certificate of Achievement Program

Clerical (General Clerical Major)
Certificate of Achievement Program

Clerical (Stenography Major)
Certificate of Achievement Program

Data Processing
Associate in Science Degree Program
Certificate of Achievement Program

Mid-Management (Merchandising Major)
Associate in Science Degree Program

Secretarial Science
Associate in Science Degree Program

The Business Education Department presently serves about three-fourths of the 1,600 day students enrolled and an additional 350 students for evening program offerings.

With the general acceptance of the business education occupational curriculums comes the responsibility for a curriculum that will, in effect, reflect a relevant kind of training for students to attain gainful employment. In a magazine article entitled, "Girl Friday: What They're Looking For," Business Week reported that bright high school graduates with secretarial training are the best bet if one simply needs a good, steady, all-around secretary. (7) The college needs evaluative means to determine whether curriculum changes were for the better.

Advisory committees of laymen and employers have been organized that can be beneficial for curriculum development as well as evaluation. Another important source of information on which to base the further development

of the curriculum is the follow-up study of former students. Questionnaires and interviews with former students who are enrolled in upper-division curriculums can provide many insights into their estimate of the quality of their preparation. Their comments about instruction, counseling, student government, the activity program, or subjects offered may indicate aspects of the curriculum which need attention. The graduate of an occupational course and his employer are additional sources of insight into the effectiveness of the curriculum. Are graduates employed in the fields for which they have been trained? What difficulties do they face for which the community college could have prepared them in finding, keeping,, and advancing on their jobs? Do employers feel that community college graduates are better-trained, more mature, more effective than workers obtained from other sources? What opinions have they formed of graduates' attitudes toward work? Are their shortcomings, when reported, due to their experience at the community college, or to influences beyond the control of the college? Do they arise from the deficiencies in the occupational course, or in the general education program?

The college's catalog states that the transferability of a course taken at KCC depends on two factors: 1) the decision of the college or university to accept the credit, and 2) the grade the student earned in the course. However, the distinctive classification of the courses by numbers makes acceptance of courses below 100 extremely difficult in transfer. Of the non-transferable courses, a limited amount of work in typewriting and shorthand is now applicable toward a bachelor's degree only for students planning to be business teachers. If the rationale that having the skills of typewriting, shorthand, and machines are essential in teaching is accepted,

courses such as Principles of Salesmanship should be transferable for a student intending to become a distributive education teacher. As more borderline transfer students attend, there should be a greater effort in eliminating the obvious distinctions.

Despite the relative ease with which transfer courses may be initiated in a system that is closely affiliated with a university, it is encouraging to note generally that the introduction of college parallel courses has been gradual and that faculty members are concerned about adapting non-transferable courses to students of lower aptitude. This may, in part, be indicative of the small number of students (less than 1 per cent) at present who plan to continue toward a 4-year degree. It is hoped that the administrators will not be influenced by the natural tendency to emphasize transfer courses to elevate their image at the sacrifice of the occupational programs.

The retention of the specialized training area as a technical school in the changeover to a community college has contributed to the rapid progress that seems to be taking place in curriculum development at KCC. The other community colleges are gradually developing and expanding and may be able to profit from the experimental innovations being implemented.

Curriculum is one of the most significant parts of the functions of a community college. It may be that KCC is in its growing stages and is still experimenting to serve students whose needs most educators on the post secondary level were unaware of, but it is the opinion of this writer that the college has done a commendable job in attempting to develop curricula to fulfill the aims and philosophy of the community college and in keeping abreast of changing community and occupational needs. Continued evaluation and innovation should hopefully maintain this trend in the years ahead.

References

Footnotes 1, 2, 5, 6

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Footnotes 3 and 4

"Outline of Vocational Education in Hawaii," State Advisory Council on Vocational and Technical Education, April, 1970.

Footnote 7

"Girl Friday: What They're Looking For," Business Week, June 20, 1970.

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